Universal Design for Learning Fidelity Measure: Conversational Turn Taking

Name of Observer_____

Date of Observation_____

Multiple Means of Representation		
Element	**Criteria**	**Evidence**

Differentiated **complexity** of actions, directions, prompts, processes, scaffolding, and/or supports	☐ *Within a single activity*, conversational turn taking is represented and/or addressed through **at least two** of the following actions:
	
	☐ Model and prompt earlier to later developmental skills
	    ▫ Coos to babbles
	    ▫ One word to multiple words
	    ▫ Responses to Initiations
	
	☐ Give easier to more difficult directions
	    ▫ Verbal directions paired with modeling ("errorless teaching")
	    ▫ Verbal directions paired with visual cue/picture
	    ▫ Verbal directions paired with gesture (e.g. pointing)
	    ▫ Verbal directions only
	
	☐ Model and prompt single to multiple components (one turn versus multiple turns, or one word versus multiple words)
	    ▫ First/Then (e.g. "my turn first, then it's your turn")
	    ▫ Picture schedules/sequences (e.g. a series of pictures or symbols depicting two individuals taking turns talking)
	
	☐ Provide least to most support for conversational turn taking
	    ▫ Modeling (e.g. quiet and loud verbalizations; having a conversation with another child or another adult)
	    ▫ Visual prompting (e.g. pointing to signal the child's turn to talk)
	    ▫ Verbal prompting (e.g. saying "your turn" or asking "what can you say?"; giving choices "is it wet or dry?")
	    ▫ Time delay (Starting the turn and waiting for the child to finish)
	    ▫ Mand/Model (telling the child what to say – sometimes paired with physical, visual, or other prompts)	

Variety of **forms** or mediums	☐ *Within a single activity*, conversational turn taking is represented using **2 or more** types of both auditory and visual means (i.e. two of each) ☐ Auditory (i.e. the children can "hear" conversational turn taking) ▫ Books on tape	

	▫ Computer/Internet ▫ Poetry/Rap ▫ Song (e.g. songs that allow for back and forth singing or dialogue) ▫ Story (spoken) (e.g. at least two characters interact/talk with each other) ▫ Verbalizations (e.g. the teacher models conversational turns) ▫ Video/CD/DVD ☐ Visual (i.e. the children can "see" conversational turn taking) ▫ Books (e.g. the book has pictures/sequences that show people taking conversational turns) ▫ Bulletin board ▫ Closed captioning ▫ Diagram/Model ▫ Digital Camera (e.g. pictures of the children taking conversational turns paired with written text or "talk bubbles") ▫ Felt Board Story ▫ Document Camera ▫ LCD Projector; Overhead ▫ Multi-media presentation ▫ Objects/Toys ▫ Picture/Symbol/Drawing ▫ Power Point slide show ▫ Sign Language/Gesture ▫ Smartboard ▫ Story (written) ▫ Video/CD/DVD ▫ Puppets	

Multiple Means of Engagement
Within a Single Activity

Element	Criteria	Evidence
Variety of learning opportunities	☐ *Within a single activity*, children's opportunities for engagement incorporate **both** of the following considerations: ☐ Child/Student choice (2 or more) ▫ Choice of action/process ▫ Choice of location/position ▫ Choice of product ▫ Choice of reward ▫ Choice of topic ▫ Choice of toy/material/object	

	□ Choice of play/work partners
	□ Choice of start/stop time
	
	□ Variety of Materials (2 or more)
	    □ Auditory
	    □ Visual
	    □ Tactile
	    □ Kinesthetic	

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<tr><td colspan="3" align="center">Multiple Means of Expression
Within a Single Activity</td></tr>
<tr><td>Element</td><td>Criteria</td><td>Evidence</td></tr>
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<td>Flexibility in child/student expression</td>
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□ *Within a single activity,* Children are encouraged/asked/allowed to demonstrate what they know and are able to do related to conversational turn taking through a variety of flexible and individually appropriate expressions (both criterion below are observed)

□ Children/students are encouraged to choose/use verbal expressions/conversational turns based on their strengths, preferences, and abilities (e.g. when a child changes topics, teachers encourage their contribution)

□ Verbal expressions/conversational turns are used for a variety of purposes (3 or more)
    □ Answering questions
    □ Asking questions,
    □ Commenting
    □ Describing
    □ Directing
    □ Discussing
    □ Explaining
    □ Greeting
    □ Informing
    □ Labeling
    □ Predicting
    □ Reciting
    □ Reporting
    □ Rhyming
    □ Translating
    □ Singing

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